

2003 Foreign Language Primary Adoption Language Learning Continuum Form Instructions

In May 2001, the State Board of Education adopted the *Foreign Language Framework* and evaluation criteria. Chapter 8 of the framework provides instruction to publishers submitting materials for the 2003 Foreign Language Primary Adoption. The Language Learning Continuum (LLC) is part of the framework and evaluation criteria for foreign language instructional materials for this adoption. The Language Learning Continuum appears in Chapter 2 of the pre-print version of the *Foreign Language Framework* in a narrative form. The framework is available on-line at <http://www.cde.ca.gov/cfir>.

Criteria Category 1: Foreign Language Content/Alignment with Curriculum states:

" To be considered suitable for adoption, instructional materials in foreign language will provide:

1. Evidence, with page numbers and/or other appropriate references that demonstrates alignment with the stage(s) of the Language Learning Continuum."

The Language Learning Continuum Form will be used to meet this requirement.

Learning a language is a complex process. It involves the knowledge of a language system, not simply the mastery of a series of components. The Language Learning Continuum is designed to serve as an important element of the evaluation criteria established by the State Board of Education.

The first sections of Language Learning Continuum Form are designed to be filled out by publishers as a way of highlighting how the submitted program is aligned to the Language Learning Continuum. Portions of the form are reserved for use by the Instructional Materials Advisory Panel (IMAP) members. Detailed directions follow in this document.

It is not expected that each area of the Language Learning Continuum Form will be filled in with publishers' exemplars. The Framework notes that, "The specific elements of the language system to be learned in a foreign language will naturally vary by language." A program to teach a foreign language system that varies significantly from English (e.g. Japanese) may emphasize different areas of the Language Learning Continuum as compared to a language such as Spanish, which varies from English less significantly.

IMAP members will use the publishers' exemplars to verify that each program offered for adoption meets the appropriate areas of the Language Learning Continuum. The Language Learning Continuum Form offers an opportunity for publishers to show how their program is aligned with the Language Learning Continuum.

Description of the Language Learning Continuum Form

There is a form for each of the five stages of the LLC. Publishers will fill out the appropriate stages of the LLC which their program addresses (e.g. a program for students in grades 6-8 will not likely require a publisher to fill out Stage V of the LLC). *It is unlikely that a student beginning foreign language instruction in grade six will reach Stage V by the end of eighth grade.*

- ◆ The first column is the Language Learning Continuum category (Function, Context, Text Type, Content, and Accuracy).
- ◆ The second column is the continuum text, which is specific to each stage of the LLC.

Publisher Exemplars: (For continuum categories of Function, Context, Text Type, and Content). These are the places in the program where a specific item of the LLC is introduced, practiced, and taught to mastery. Space is provided for publishers to provide exemplars, or significant examples. It is not intended for publishers to provide an exhaustive list of exemplars to illustrate each aspect of the Language Learning Continuum, but to highlight strong, specific examples of where in the program a specific Language Learning Continuum item can be found.

- ◆ **Introduced:** Column three. These are places in a program where a specific Language Learning Continuum item is introduced and the student is exposed to the material for the first time, or materials are reinforced from the previous course.
- ◆ **Practiced:** Column four. These are places for students to practice what they have learned.
- ◆ **Taught to Mastery:** Column five. This is a place or places in the program where students are expected to show the knowledge, skills and strategies specified in a continuum category.

Note: The three types of exemplars are not intended to denote a preferred instructional sequence.

Publisher Exemplars: (For continuum category of Accuracy). The purpose of the **Accuracy** category is to assess student progress along the Language Learning Continuum. For this section, publishers are asked to provide exemplars, strong examples of where in the program teachers would find activities where students demonstrate each of the items indicated under the Continuum Text column. The use of strong examples that highlight how the program addresses this area of the continuum, rather than a large number of examples that only marginally address the Language Learning Continuum item, is best.

In noting exemplars, publishers are asked to use the following information:

Title of material (e.g. workbook, text, etc.)
Level (e.g. Spanish 1)
Student Edition (SE) or Teachers Edition (TE)
Chapter
Page numbers
Lesson number
Exercise number

For each form, there is a cover sheet. Please indicate the code for the abbreviations you will use in your exemplars on the cover sheet.

Classical Languages

The *Foreign Language Framework* (May 2001) recognizes the unique characteristic of Classical Languages in Chapter 4 of the pre-print document. Lines 1110 through 1118 highlight these differences:

"Learning classical language involves the same skills as learning modern languages, but the prioritizing of skills differs markedly. Reading becomes the primary objective, supported by limited skills in listening, speaking, and writing. Grammar is taught formally and the structure of the target language is emphasized and compared to English. Emphasis is placed on reading and listening comprehension and interpretive skills, and less on interpersonal communication. Important goals of classical language study include the development of reading in the target language, the close study of works of ancient literature, and a deep understanding of the target culture."

In evaluating classical language programs submitted for adoption, IMAP members will use the evaluation criteria from Chapter 8 of the *Foreign Language Framework* as well as the Language Learning Continuum Form for Classical Languages. This form maintains the basic structure of the Language Learning Continuum as outlined in Chapter 2 of the *Foreign Language Framework* May 2001, but recognizes the difference between modern and classical languages.

Instructional Materials Advisory Panel

- **Columns 6, 7 & 8.** The LLC form provides members of the Instructional Materials Advisory Panel (IMAP) with a method of validating citations provided by publishers. The last three columns are reserved for use by the IMAP members as a part of the evaluation process.

- **Column 6, the Y column.** This box will be checked by the IMAP reviewer if the program addresses the item completely and explicitly.
- **Column 7, the N column.** This box will be checked by the IMAP reviewer if the item is not effectively addressed in the program.
- **Column 8.** The evaluator may use this space to make comments elaborating on whether or not the program meets each particular LLC criterion.

Important Web Site

- To view the pre-print *Foreign Language Framework* (SBE approved May 9, 2001), the Evaluation Criteria, the LLC forms, and the Foreign Language Adoption Timeline, visit the Curriculum Frameworks and Instructional Resources web site at <http://www.cde.ca.gov/cfir>.

For further information or technical assistance, please contact Jeannie James, Lead Consultant for the 2003 Primary Foreign Language Adoption, Instructional Resources Unit, California Department of Education, at 916-657-3445, or email at jjames@cde.ca.gov.